

JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE
Trauma-Informed Care | A Focused Approach



PARTICIPANT GUIDE

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TRAUMA-INFORMED CARE | A FOCUSED APPROACH

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INTRODUCTION

This course will explore trauma, its effects, and the impact on individual lifespans. Strategies on how to deliver trauma-informed care to juveniles and juvenile justice professionals who have experienced trauma will be examined.

Video | Freedom Writers

OBJECTIVES

1. Describe the different types of trauma and its prevalence within the juvenile justice population.
2. Examine the impact of traumatic events on juveniles and juvenile justice professionals.
3. Given a scenario, outline appropriate strategies to implement upon identifying a traumatized juvenile.

NOTES

SECTION I: WHAT IS TRAUMA?

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Trauma <ul style="list-style-type: none"> • Deeply distressing • Real or perceived threat to a person or a loved one • Sense of terror, fear • Impacts overall health | <ul style="list-style-type: none"> ▪ Stress <ul style="list-style-type: none"> • Causes imbalance • Okay in some cases • Aids in better performance • Brief, situational |
|--|--|

| Types of Trauma

ACUTE TRAUMA

Associated with a single event

Symptoms may include:

- Panic
- Confusion
- Dissociation
- Insomnia

Treatment options include:

- Therapy
- Aids for insomnia
- Medication if coping strategies do not work

CHRONIC TRAUMA

Occurs repeatedly, long periods

Symptoms, in addition to acute symptoms may include:

- Anger
- Sadness
- Anxiety
- Rage

Often leads to:

- Substance use
- Violent tendencies
- Unhealthy relationships
- Poor school performance

COMPLEX TRAUMA

Perpetrated by caregiver

- Repetitive
- Prolonged
- Typically occurs during early childhood

Includes the following:

- Prolonged abuse
 - Domestic
 - Sexual
 - Physical
- Neglect

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

ACTIVITY: TRAUMA ROUNDUP

Instructions: Circle the category you believe best describes the trauma types. Each type of trauma may have more than one answer.

Trauma Type

1.	Verbal abuse	Acute	Chronic	Complex
2.	Domestic abuse	Acute	Chronic	Complex
3.	Car accident	Acute	Chronic	Complex
4.	Neglect	Acute	Chronic	Complex
5.	Single event	Acute	Chronic	Complex
6.	Repeated	Acute	Chronic	Complex
7.	Perpetrated by caregiver	Acute	Chronic	Complex
8.	Theft	Acute	Chronic	Complex
9.	Sexual abuse	Acute	Chronic	Complex

[illegible]

Adverse Childhood Events | ACEs

- Directly related to developmental delays
- Contributes to a wide range of physical and mental health risks during a lifetime
- 6 or more ACEs ⇒ Lifespan may be shortened by 20 years

Video | Dr. Nadine Burke Harris TedTalk

| Three types of ACEs

Abuse

- Physical
- Emotional
- Sexual

Neglect

- Physical
- Emotional

Household Dysfunction

- Mental illness
- Incarcerated relative
- Violence against mother
- Substance Use
- Divorce

| Behavior related to ACEs

- Lack of physical activity
- Smoking
- Substance use
- Missed work

| Physical | Mental Health issues affected by ACEs

- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- Sexually Transmitted Infections | STIs
- Heart Disease
- Cancer
- Stroke

ACTIVITY: ACE QUESTIONNAIRE

Instructions: Answer each question and determine the score for each. After all questions are answered, add up all of the scores to determine your ACE score.

WHILE YOU WERE GROWING UP, DURING YOUR FIRST 18 YEARS OF LIFE:

1. Did a parent or other adult in the household **often or very often**-
Swear at you, insult you, put you down, or humiliate you?
OR
Act in a way that made you afraid you might be physically hurt?
YES NO If yes, enter 1 _____

2. Did a parent or other adult in the household **often or very often**-
Push, grab, slap, or throw something at you?
OR
Ever hit you so hard you had marks or were injured?
YES NO If yes, enter 1 _____

3. Did an adult or person at least 5 years older than you **ever**-
Touch or fondle you or have you touch their body in a sexual way?
OR
Attempt or actually have oral, anal, or vaginal intercourse with you?
YES NO If yes, enter 1 _____

4. Did you **often or very often** feel that-
No one in your family loved you or thought you were important or special?
OR
Your family didn't look out for each other, feel close to each other, or support each other?
YES NO If yes, enter 1 _____

5. Did you **often or very often** feel that
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
OR
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
YES NO If yes, enter 1 _____

6. Were your parents **ever** separated or divorced?
YES NO If yes, enter 1 _____

7. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
YES NO If yes, enter 1 _____

8. Was your mother or stepmother
Often or very often pushed, grabbed, slapped, or had something thrown at her?
OR
Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?
OR
Ever repeatedly hit at least a few minutes or threatened with a gun or knife?

YES NO If yes, enter 1 _____

9. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

YES NO If yes, enter 1 _____

10. Was a household member depressed or mentally ill, or did a household member attempt suicide?

YES NO If yes, enter 1 _____

11. Did a household member go to prison?

YES NO If yes, enter 1 _____

Add up the "YES" answers. _____ **This is your ACE score.**

NOTES

SECTION II: TRAUMA AND DEVELOPMENT

- Causes changes in the brain
- Alters perceptions
- Hypervigilance
- Increased cortisol levels

TRAUMA

Leaves a lasting imprint
on the mind and body.

| Childhood

▪ Infancy to 5 Years of Age

Key Benchmarks

Developing secure attachment to caregiver
Understanding behavior's impact on the world
Recognizing emotional cues
Strengthening language and motor skills

Impact of Trauma

Physical complaints | head or stomach aches
Distress | depression, anxiety, anger
Dysregulation | over, under response to stimuli
Developmental delays

▪ 6-11 Years of Age

Key Benchmarks

Skills to manage fears, anxieties, aggression
Capacity to maintain attention
Ability to control impulses
Manage physical response to danger

Impact of Trauma

Emotional swings
Learning difficulties
Specific anxieties or fears
Attention seeking behavior

| Adolescence

▪ Physical Development

Key Benchmarks

Adjustment with body maturation
Adapt to increased hormone levels

Impact of Trauma

Distress caused by body development
Alterations with immune system | asthma, acne
Maladaptive behavior used to cope

▪ **Social Development**

Key Benchmarks

Process of finding oneself
Formation of relationships
Self-identity

Impact of Trauma

Isolation
Distrust of others
Poor boundaries

▪ **Behavioral | Emotional Development**

Key Benchmarks

Impulse control
Defer gratification
Long term goals

Impact of Trauma

Reckless or risky behavior
Difficulty describing feelings
Avoidance of trying new things

▪ **Cognitive Development**

Key Benchmarks

Abstract thinking
Take in information and retain it
Apply information, particularly in academics

Impact of Trauma

Memory impairment
Trouble concentrating
Lack of focus

▪ **Independent Development**

Key Benchmarks

Solid self-identity
Career goals
Positive relationships with mentors

Impact of Trauma

Fail to envision a future
Lack of self-sufficiency
Ill-equipped to make decisions

Trauma has a direct correlation between juveniles and the risk of delinquency

- Disregard for rules; impulsivity
- Display defiant or challenging behavior
- Punitive consequences

NOTES

SECTION III: DELIVERING TRAUMA-INFORMED CARE

A system, agency, organization, or department must:

- Realize the ramifications of trauma
- Recognize the signs and symptoms of trauma
- Implement a trauma-informed approach
- Avoid re-traumatizing juveniles, families, and each other

| Essential Elements of Trauma-Informed Care

- Trauma-informed policies and procedures
 - Safety for juveniles and families
 - Mindful of re-traumatizing
- Identification and screening
 - Valid and reliable screening tools
 - Relationships based on trust
- Clinical assessments and interventions
 - Address symptoms of trauma
 - Interventions by mental health professionals
- Trauma-informed programs | Educated Staff
 - Resilience emphasized
 - Training on trauma
- Resources to manage vicarious trauma
 - Wellness programs for everyone
 - Support for employees
- Family engagement
 - Families treated as partners
 - Collaborate on decisions
- Collaboration with other systems
 - Partner with other entities working with juveniles
 - Easy information sharing
- Address disparities
 - Review what contributes to disparity
 - Decisions based on individual needs

| What must YOU do?

- **Provide skills to regulate emotions**
 - Model appropriate communication
 - Encourage physical activities
 - Recommend enjoyable activities
- **Provide strategies for reasoning**
 - Discuss consequences calmly
 - Alternative ways to react
- **Create positive relationships | Develop resilience**
 - Highlight strengths
 - Suggest appropriate coping skills
 - Family relationships

| Resilience Trumps ACEs

ACTIVITY: TIC CASE STUDY

Instructions: After viewing a short video clip, list the traumatic events revealed and symptoms of trauma you hear. Identify the trauma-informed strategies you would implement if this juvenile was in your care. Be prepared to share your responses with the large group.

What traumatic events did Terrance reveal?

What behaviors or symptoms did Terrance describe?

Using the interventions we just talked about, how would you apply the interventions we just talked about to deliver trauma-informed care to Terrance?

NOTES

SECTION IV: TRAUMA AND ADULTS

| Possible mindsets caused by trauma

- The False Self
 - Become the child a parent would prefer
 - Begin presenting this person to the world
 - Causes buried emotions and fear of rejection of true self

- Victimhood
 - Think of oneself as a victim
 - Negative self-talk
 - Remain in negative situations

- Passive-Aggressiveness
 - Believe expressing anger is wrong
 - Suppression of anger
 - Anger expressed in hostile manner

- Passivity
 - Never express any feelings
 - Low self-esteem
 - Loss of opportunities

“so many broken
children
living in grown
bodies
mimicking adult
lives.”

- ljeoma Umebinyuo

| Vicarious Trauma

- Also called compassion fatigue
- Can be caused by very nature of the job
- Can cause burnout

Symptoms of burnout:

- Depression
- Anxiety
- Health problems
- Hopeless feelings

Manifested by:

- Sharing same negative feelings as families
- Labeling families unfairly
- Defensiveness
- Dreading work

ACTIVITY: REFLECTIONS

Instructions: Write down a situation which caused you to experience vicarious trauma while in your role as a juvenile justice professional or in your own life. After you are finished, partner with someone you don't know, share your reflections and what skills you used to cope with your feelings.

Reflection |

Skills used to cope |

| Self-Care Strategies

- We must remember to take care of ourselves
- Only way to supervise appropriately and effectively

ACTIVITY: TAKING CARE OF YOU

Instructions: Read through each category and check the items you currently have implemented in your life. When you are done, identify some things you can do to increase care in each area.

<p><u>Physical Self-Care</u></p> <ul style="list-style-type: none"> ___ Eat regularly (e.g. breakfast, lunch, and dinner) ___ Eat healthy ___ Exercise ___ Get regular medical care for prevention ___ Get medical care when needed ___ Take time off when needed ___ Get massages ___ Dance, swim, walk, run, play sports, sing, or do some other fun physical activity ___ Take time to be intimate ___ Get enough sleep ___ Wear clothes you like ___ Take vacations ___ Take day trips or mini-vacations ___ Make time away from telephones 	<p><u>Emotional Self-Care</u></p> <ul style="list-style-type: none"> ___ Spend time with others whose company you enjoy ___ Stay in contact with important people in your life ___ Give yourself affirmations, praise yourself ___ Love yourself ___ Re-read favorite books, re-view favorite movies ___ Identify comforting activities, objects, people, relationships, places and seek them out ___ Allow yourself to cry ___ Find things that make you laugh ___ Express your outrage in social action, letter and donations, marches, protests ___ Play with children
<p><u>Psychological Self-Care</u></p> <ul style="list-style-type: none"> ___ Make time for self-reflection ___ Have your own personal psychotherapy ___ Write in a journal ___ Read literature unrelated to work ___ Do something at which you are not the expert or in charge ___ Decrease stress in your life ___ Let others know different aspect of you ___ Notice your inner experience Listen to your thoughts, judgements, beliefs, attitudes, and feelings ___ Say “no” to extra responsibilities sometimes ___ Practice receiving from others ___ Be curious 	<p><u>Workplace Professional Self-Care</u></p> <ul style="list-style-type: none"> ___ Take a break during the workday (e.g. lunch) ___ Take time to chat with colleagues ___ Make quiet time to complete tasks ___ Identify projects or tasks which are exciting and rewarding ___ Set limits with your clients and colleagues ___ Balance your caseload so no one day or part of a day is “too much” ___ Arrange your work space so it is comfortable and comforting ___ Get regular supervision or consultation ___ Negotiate for your needs (benefits, pay raise) ___ Have a peer support group ___ Develop a non-trauma area of professional interest

<p><u>Relationship Self-Care</u></p> <p>___ Schedule regular dates with my partner or spouse</p> <p>___ Schedule regular activities with my children</p> <p>___ Make time to see friends</p> <p>___ Call, check on, or see my relatives</p> <p>___ Spend time with companion animals</p> <p>___ Stay in contact with faraway friends</p> <p>___ Make time to reply to personal emails and letters; send holiday cards</p> <p>___ Dance, swim, walk, run, play sports, sing, or do some other fun physical activity</p> <p>___ Allow others to do things for me</p> <p>___ Enlarge my social circle</p> <p>___ Ask for help when needed</p> <p>___ Share a fear, hope, or secret with someone you trust</p>	<p><u>Balance Self-Care</u></p> <p>___ Strive for balance within your work-life and workday</p> <p>___ Strive for balance among work, family, relationships, play, and rest</p> <p>_____</p> <p><u>Areas Needing Improvement</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Other coping strategies

- Seek support
- Reduce trauma reminders
- Build your own resilience
- Find a personal way to process

NOTES

FINAL THOUGHTS

- Trauma and its effects are highly prevalent in juveniles involved in the juvenile justice system.
- High ACEs contribute to delays in development and increased health risks in adulthood.
- Productive lives can be lead despite traumatic experiences.

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APPENDIX

For more information on *ACEs*, visit the following:

ACES Too High News <https://acestoohigh.com/got-your-ace-score/>

For more information about *Dr. Nadine Burke Harris and the Center for Youth Wellness*, visit:

<http://www.drnadineburkeharris.com/>

Discover 40 Developmental Assets and Action Plans for Adolescents at:

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

For more information on *Paper Tigers*, visit:

<http://kpjrfilms.co/paper-tigers/>

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